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"BREAKTHROUGH," IN-SERVICE EDUCATION FOR ALL SCHOOLS.

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A STUDY OF INSERVICE EDUCATION PROGRAMS IN NEBRASKA SECONDARY SCHOOLS WITH 10-40 TEACHERS, AND OF STRONG INSERVICE PROGRAMS IN NEIGHBORING STATES, YIELDED CRITICISM WHICH CUT ACROSS SUBJECT MATTER AND GRADE LINES. 165 TEACHERS AND 155 ADMINISTRATORS WERE SURVEYED, REVEALING THAT--(1) MOST FELT THEIR SCHOOL'S PROGRAM WAS INADEQUATE (43 TEACHERS RATED THEIR EXPERIENCES "SATISFACTORY," 43 "EXTREMELY INADEQUATE"). (2) RATED "LITTLE OR NO HELP" WERE PRE-SCHOOL WORKSHOPS, FACULTY MEETINGS (THOUGH GREAT FAITH WAS PLACED IN THESE BY ADMINISTRATORS), SUPERVISION--ALL OF WHICH OFTEN FORM THE BASIS OF AN INSERVICE PROGRAM. (3) THE ONLY SKILL WITH WHICH TEACHERS FELT THEY HAD BEEN HELPED WAS AUDIO-VISUAL. (4) 77 TEACHERS FELT THEY HAD RECEIVED NO INSERVICE EXPERIENCE OF VALUE. (5) ABOUT 40 PERCENT OF THE ADMINISTRATORS WERE UNABLE TO DESCRIBE AN EFFECTIVE INSERVICE ACTIVITY IN THE LAST 3 YEARS. (6) BOTH EXPERIENCED AND NEW TEACHERS WANTED THE SAME HELP. (7) ABOUT 90 PERCENT OF EXPERIENCED TEACHERS WHO HAD TAKEN COLLEGE COURSES SINCE THEY BEGAN TEACHING FELT THESE HAD HELPED. (8) TEACHERS FELT THE NEED FOR BETTER COMMUNICATION WITH ADMINISTRATORS. (9) EXPERIENCED AND NEW TEACHERS FELT THE EFFECTIVENESS OF LOCAL PROGRAMS WOULD BE IMPROVED IF THEY PLAYED A LARGER ROLE. THE 3 AREAS IN WHICH TEACHERS MOST WANTED HELP WERE STUDENT MOTIVATION, INDIVIDUALIZING INSTRUCTION, AND INNOVATION. RECOMMENDATIONS ARE INCLUDED. (AF)

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In-Service Education for all schools

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"BREAKTHROUGH"
IN-SERVICE EDUCATION
FOR ALL SCHOOLS

* * *

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Foreword

Since the primary purpose of the "Breakthrough" series of publications is improvement of instruction, it is highly appropriate that one of the issues of this series should be forthrightly concerned with in-service education. Surely we are all agreed that the teacher must continue to improve his skills while on the job, especially in these times when so many developments in curriculum and methodology are taking place. The question then becomes how best to assist the teacher in this professional growth.

Many good plans for in-service education have been developed by local schools and other agencies. Today some schools are developing imaginative programs as a result of federal funds now available for the support of in-service education. Other schools have long accepted their responsibility for in-service activity by providing budget and personnel. As the survey reported in this publication indicates, however, we need to share those good ideas and plans which have been developed.

Nebraska will in all probability be served for a long time to come by many schools which could be classified as medium-sized or small. In-service training of the teachers serving these schools thus becomes very important to the improvement of the quality of education in Nebraska. It is hoped that the suggestions made in this publication will be especially helpful to the staffs in such schools and of value to all other school systems in Nebraska as well.

--Floyd A. Miller
Commissioner of Education

Part I THE NATURE OF IN-SERVICE EDUCATION NEEDED

INTRODUCTION

In-service education is that phase of a teacher's training that takes place after he has begun his employment as a teacher. While pre-service education of the teacher is almost completely the responsibility of the colleges and universities, the conduct of in-service education is primarily the task of the local school district.

The need for in-service education programs is accepted by almost all educators. In-service education is based on the premise that teachers should "grow on the job" and that this growth is most likely to take place if teaching experience is accompanied by activities specifically designed to upgrade the teacher's skills. In-service experiences for teachers are especially needed today because of the rapid changes which are taking place in teaching methodology, curriculum content, and the society as a whole.

Generally it is found that larger school districts conduct more extensive in-service programs than smaller districts. This is, of course, to be expected because of the greater resources which they have. The need for in-service programs may be even greater in medium-sized and small schools, however. These schools not only suffer from more frequent staff turnover but also from lack of teacher contact with more than a few, if any, teachers in their own fields. Fortunately, the smaller school also has certain advantages which can serve as the foundation for its in-service programs.

Survey of In-Service Programs

In preparation for this report, an inquiry into existing in-service practices was made. This inquiry consisted of a study of in-service programs in Nebraska secondary schools having from ten to forty teachers and of school systems in neighboring states identified as having strong in-service programs. As the evaluations were being analyzed, it became apparent that criticism cut across subject matter and grade lines. The criticisms, although gathered from a sample of secondary school teachers and administrators, are quite similar to those voiced in a more informal way by teachers in the elementary schools. For this reason, it is hoped that Parts II and III of this report, "In-Service Education for all Schools" and "Services Available for In-Service Education," can be equally helpful to the elementary and secondary schools of the state.

Evaluations of Present Programs

Although some of the teachers and administrators contacted were satisfied with the conduct of the in-service programs in which they were involved, most felt that the programs of their schools were "inadequate" to meet their needs.

Teachers were especially critical of their in-service education experiences. Of 165 teachers surveyed, only 43 rated their in-service experiences as providing in a "satisfactory" manner for their own professional needs. An equal number rated their in-service experiences as being "extremely inadequate" while the rest identified them as being "inadequate." When asked to rate the effectiveness of these in-service programs for the total staff in the schools in which they taught, the teachers surveyed were even more negative in their assessment of the existing in-service programs.

These teachers were also asked to rate their experiences with specific types of in-service activities. Pre-school workshops, faculty meetings, and supervision were rated as providing "little or no" help by these teachers. This is especially significant since these three activities often form the basis of the in-service program. When teachers were asked in what teaching areas or skills they had received effective help through in-service programs, the only skill identified by more than half the teachers was the use of audio-visual materials. Seventy-seven of the 165 teachers indicated that they had had no in-service experience which had been of value to them in improving their teaching.

Administrators also revealed a dissatisfaction with the in-service programs in their schools, although they were not as negative toward them as were the teachers. About 40% of the 155 administrators contacted were unable to describe an in-service activity in which their teachers were involved in the past three years that they judged to be effective.

While there is little doubt that most in-service programs conducted by individual schools are not very effective, the picture is not all bad. Some excellent ideas and practices were discovered in this survey, thus indicating that not only were some teachers receiving valuable help but also that strong programs are possible in all sizes of schools. Some of these good ideas and practices are described in the second section of this report.

Perhaps the most disturbing finding of this study came out of a comparison of problems of inexperienced and experienced teachers. It had been assumed that their responses to the survey would be different, but this was not found to be the case. Some differences were found in expected places (e.g., inexperienced teachers wanted more help on discipline), but generally both groups wanted help with the same kinds of problems and help through the same kinds of activities. When experienced teachers indicate they are having the same problems as inexperienced teachers,

and when both groups indicate they have received very little help from in-service programs, a possible conclusion must be that effective teacher growth depends on in-service help for the teacher which is aimed specifically at his day-to-day instructional problems. He grows some on his own and by his own efforts and as a result of trial and error experience; this in itself is not enough in most cases, however, to bring about significant upgrading of teaching skills.

Assistance Desired by Teachers

The 165 teachers identified the following three areas as those with which they were most desirous of help:

- (1) motivating students
- (2) providing for individual differences
- (3) new approaches and innovations.

Of lesser importance but still identified by at least 40% of the sample as areas in which assistance was wanted were the following:

- (1) obtaining and using suitable materials
- (2) use of audio-visual materials
- (3) developing skills and processes such as critical thinking
- (4) evaluating student progress
- (5) organizing and structuring course content and activities
- (6) constructing tests.

Teachers revealed a definite preference for the local workshop or seminar conducted during the school year as the best vehicle for providing effective in-service experiences. They also were strongly in favor of the visitation to other classes within the school system or to other school systems as a helpful experience.

Some support was also given to group or individual projects for the improvement of instruction, the development and use of a materials center, and attendance at special professional conferences oriented toward teachers in a particular subject field or grade level as means for providing successful in-service opportunities. About 90% of the experienced teachers who had taken college courses since they began teaching felt that these had been of value to them in improving their teaching. Inexperienced and experienced teachers alike stated that the effectiveness of local in-service programs could be improved if teachers were to play a larger role in their planning and conduct.

Responses by teachers to the survey indicated a need for better communication between teachers and administrators regarding matters related to in-service education. For example, 92% of the administrators stated that teachers could get released time to attend professional meetings, but less than two-thirds of the teachers were aware that this was possible. In addition, results of this survey revealed definite misunderstandings between teachers and administrators concerning the nature and function of supervision.

Programs Recommended by Administrators

It is the purpose of the second part of this report to describe recommended in-service education practices and procedures. It should be pointed out here, however, that the administrators surveyed agreed with the teachers that local workshops or seminars and visitations are the two best vehicles for in-service education.

Administrators, however, placed much faith in the faculty meeting as an in-service device while teachers basically rejected this approach. There was no real difference between the types of in-service programs favored by the administrators in the largest schools in this survey and those in the smallest schools.

Programs in Other States

State departments of education in states neighboring Nebraska were asked to identify school systems in their states which they believed were conducting effective in-service programs. These schools were then contacted. Ideas for in-service programs were gathered in this way and combined with ideas from Nebraska schools for description in section two of this report. On the whole, however, statements made by these state departments as well as by the schools contacted indicate that the provision of excellent in-service programs by medium-sized and small schools is unusual in other states also.

Part II IN-SERVICE EDUCATION FOR ALL SCHOOLS

The following are descriptions of in-service education practices and procedures which faculties of Nebraska schools may find helpful in meeting their in-service needs.

Workshops or Seminars on Immediate Instructional Problems

It is not surprising that the teachers and administrators surveyed rated the workshop or seminar as being the most effective vehicle for in-service education. This approach certainly has the potential for getting at the heart of in-service education--providing the teacher with the kind of help that is directly and immediately related to his day-to-day instructional activities. Realistic!

Of course, workshops and seminars can be conducted which do not perform this function. Oftentimes they are simply inspirational in nature. Although inspiration may be needed, it probably does little good unless accompanied by some more specific help. Sometimes, too, workshops or seminars consist of speeches by consultants who do not talk about the problems that the particular group of teachers faces.

The success of a workshop or seminar can be measured simply and solely by the degree to which teachers can successfully employ ideas gained from it in their teaching.

Several things are immediately obvious. First of all, the participants in the workshop or seminar must have certain common problems and concerns. This then points to the local workshop or seminar or perhaps an area meeting of teachers in an interest- or problem-centered approach. Probably a small group is to be preferred. Second, teachers must be active learners at the workshop or seminar. Just as we try to involve students actively in our classrooms so that their learning will be more meaningful and lasting, so also should teachers be involved.

The workshop or seminar is a teaching-learning situation. Thus good teaching techniques must be used. Talking at the participants does little good unless it involves demonstration of ideas and techniques. Discussions and actually "doing" things are needed.

Third, the workshop or seminar must be planned by somebody who is well aware of the teachers' everyday problems. Unquestionably, teachers must therefore be involved in the planning and conduct of such meetings.

Since each teacher has his own special concerns, perhaps it is best to organize the workshop or seminar around a basic theme which grows out of the concerns of all the teachers involved. A number of schools have successfully used as such a theme that of "Providing for Individual Differences." One approach to this theme might be first to have an introductory workshop at which obstacles to providing for individual differences, the need for providing for these differences, and some suggested ways for so providing would be discussed. Then each teacher would take on the task of attempting to develop and use new activities to better provide for individual differences within his classroom. He would then share these ideas and the results of their use with the other teachers on the staff at future workshop meetings. Perhaps the teachers would decide to call on a consultant, to do some research, or to visit another school to get additional ideas. Any of these, however, should grow out of their experiences in trying to provide for individual differences.

And Again

A similar theme is the development of a certain skill. For example, all teachers might work to develop activities designed to promote critical thinking or creativity. Workshop meetings could be used to share ideas being developed, brainstorm for new ideas, to visit with consultants (who might be teachers in other schools who have developed successful approaches to the theme) to get additional ideas, to demonstrate activities which have been developed, or to cooperatively develop materials.

Under the theme approach, the workshop or seminar would also have the task of helping teachers correlate their work with each other so that their efforts toward the theme would build on one another. It is noted also that the theme approach requires a number of meetings spaced over the period of the school year so that teachers may discuss the results of their efforts and get help on the problems they meet. In this sense it is a developmental approach.

Several smaller schools have reported effective workshop or seminar experiences based around a book or books related to areas of teacher concern. An example of such a book is Preparing Instructional Objectives by Robert F. Mager (Fearon Publishers, San Francisco). This book is programmed to develop the reader's skill in creating and writing behavioral objectives. The thesis of this approach is that until we can describe clearly the behavior we want students to demonstrate as a result of any part of their schooling, we neither know how to develop learning activities to bring the behavior about nor how to evaluate whether our teaching has been successful. Organizing a workshop or seminar around this idea could lead the participants to re-think the goals of their teaching and plan activities to reach these goals.

The Art of Questioning

A second example of a book that was reported used for this purpose was Classroom Questions by Norris Sanders (Harper). Teachers at every level of education need skill in questioning. A workshop or seminar organized around this book would help teachers to develop high quality questions. There are other books that might be used as the theme for a workshop or seminar. Only those that provide specific help on instructional problems would be of value, however.

Once again the key is that teachers are active and involved. If Mager's book is used, the teachers must actually go through its program and attempt to write behavioral objectives. They must work together to analyze the objectives they have written and to consider their implications. If Sanders' book is used, the teachers must practice, in the workshop or seminar setting, designing questions and conducting discussions. They must then be responsible for reporting back what they have done in their classrooms relative to the use of questions.

Although perhaps technically not in-service education, curriculum development projects have similarities to the approach being described here. In addition they may grow out of a workshop aimed at such a theme as "providing for individual differences" as teachers may develop an interest in looking at the total curriculum or they may discover that aspects of the existing curriculum handicap their efforts toward their theme. Even though the primary purpose of curriculum development projects is not in-service growth of the participants, many schools and individual teachers have reported that such growth does take place.

By Way of Summary

What, then, are the main points concerning the use of the workshop or seminar as an in-service vehicle? First, the content of the workshop or seminar must be related to day-to-day instructional problems and concerns of classroom teachers. Second, teachers must be involved actively in both the planning and conduct of the workshop or seminar. They must do. Third, probably a series of meetings based around some unifying theme and spaced over a school year's time would be most effective. This enables the teachers to discuss and consider, then go try out their new ideas, and then come back for further discussion and consideration.

Earlier it was stated that teachers question the value of pre-school workshops. After all, before school starts they are not yet involved in the day-to-day instructional process. Immediateness of help received is the key to an effective workshop or seminar and thus the pre-school meeting operates at a disadvantage. Since pre-school workshops may be needed for other purposes (e.g., administrative) it might be possible to use them for selecting or setting the stage for the theme which will be used throughout the year.

Finally, all this is going to be a lot of work. Effective workshops or seminars require careful preparation and follow-up. But perhaps it is reasonable to assume a close relationship between the effort put into an in-service activity and the gain from it. Fortunate is the school system whose board of education understands the values of in-service education and has provided some released time for teachers to carry on the activity.

Self-Evaluation of the School Program

The administrators of the schools in this survey revealed that participation by teachers in an evaluation of the school program was one of the most successful activities in their experience. Many administrators indicated that the school's self-evaluation was an effective starting point for an in-service program or for a renewed effort toward in-service growth. The follow-up of a Department of Education comprehensive visit was also a key factor.

Participation in an evaluation of this kind provides the opportunity for the teacher to stop and think about what he is doing. Involved in the daily routine of having too much work to do, the typical teacher spends little time thinking about the directions his teaching is taking. As a result, some of his efforts may not be accomplishing the ends that he seeks. The same may be said for the total school. Evaluation of present practices then is an activity which must take place if improvement in instructional activity is to take place. We must first evaluate before we can know what and how to improve.

Special for the Teacher

Involvement in a school-wide self-evaluation program is especially beneficial to the teacher. Not only does he receive the stimulation and support of others in working on the difficult task of self-evaluation, but he also profits from exchanging ideas with the other staff members. Such a program forces serious consideration of the total school effort--its goals, curricular organization, structure, and instructional methodology. It is meaningful to the faculty for its members are actively involved in studying something with which they are vitally concerned.

The Job of Organizing

How does a school system go about organizing a self-evaluation program? The superintendent or principal is the key to a school's evaluation. Although the administrator will do little evaluating himself (except perhaps of the functions of his office as they relate to the support of the total school effort toward the desired objectives), he is the

motivator. His job is to stimulate interest in the evaluation and to provide various kinds of administrative support for the teachers as they work on it. He may also be able to provide certain "expert knowledge" bearing on certain questions raised during the evaluation and may be called upon to interpret this activity to the community.

Some kind of a guide or instrument is needed to help provide direction to the evaluation. Although different evaluation designs or forms may be used, including locally prepared ones, most schools contact the State Department of Education for help regarding this.

The State Department can provide consultants and other kinds of help. Upon request, a consultant from the Department of Education will come to your school to make a presentation which answers the question: Why do a self-evaluation? The total staff, members of the board of education, and interested lay people can all benefit from it.

Many schools use "The Evaluative Criteria," prepared by the National Study of Secondary School Evaluation, 1785 Massachusetts Avenue, N.W., Washington, D.C. This is a thorough guide for self-study and hundreds of schools have contributed to the latest edition. It provides forms for evaluating all aspects of the school program. Its purpose is to help those involved in the evaluation to identify all pertinent information from which the staff will make its own judgments as to the meaning of the information for them.

The Department of Education will always recommend that a self-evaluation be done system-wide on a K-12 basis. In addition, the Department provides without charge a publication entitled "A Guide for Evaluating and Improving Nebraska Elementary Schools" for each elementary teacher.

Depending on the size of the school, some kind of a committee system may be helpful in conducting a self-evaluation. Effective discussion cannot take place if the group is very large and such discussion is essential to the self-evaluation process. One possible organizational scheme is to have a steering committee and a number of sub-committees assigned to segments of the total school program. If a committee system is used, some means must be developed for the thinking of each committee to be communicated to the other participants in the evaluation.

The faculty might decide to ask a visiting committee to study the school system. This is not a substitute for a self-evaluation but a part of it. The visiting committee acts as a consultant. Thus it may be asked to provide expert information, to look at an aspect of the school program which the local faculty does not feel competent to judge for some reason, or to work with each teacher or committee individually in their efforts to evaluate.

Briefly in Review

A self-evaluation may be concerned with the total school program or may be focused on one aspect or segment of it. Its procedure is to gather as much information about the functioning of the program as is possible and then to analyze and interpret, on the basis of certain values or goals, the meaning of this information to the local school, students, and faculty. The findings may well lead to other kinds of in-service activities and program improvement being undertaken. It is definitely a professionally rewarding experience for teachers and will generally lead them to raise their sights. It is an activity which almost any school has the resources to conduct. It is an activity that cannot be done for a faculty, but only by a faculty for it is the self-study which leads to change in teacher behavior.

Promotion of the Sharing of Ideas

Teachers want opportunities to exchange ideas with other teachers--especially with teachers who have identified a similar interest or problem. Not only do teachers obtain usable ideas in this manner, but they are also stimulated to do more thinking about the teaching-learning process.

All means possible to encourage such a sharing of ideas should be exploited. Probably both formal and informal opportunities are needed and should be a part of the school's in-service program.

Informal opportunities can be realized by providing the place and the occasion for them. Along this line the faculty lounge may have particular importance far beyond being a place to take a coffee break. This is not to say that all conversations in such a lounge should be of an in-service nature, but rather that providing a place for teachers to meet informally will surely lead to some discussion of teaching problems and ideas by these teachers. There is, of course, no way to measure the effect of such discussions but their quality may be improved if the faculty lounge is used on occasions for in-service meetings of a more formal nature. Teachers then develop the perception that the lounge is a place for in-service education.

Other informal opportunities for a sharing of ideas can most likely be provided through social or semi-social events. Especially important are opportunities for staff members to meet in such a manner with teachers from other schools or with consultants.

Visitations Are Favored

It is generally possible for a school system to develop more formal means for teachers to share ideas with other teachers. One such means

which the teachers and administrators surveyed for this report favored is the visitation. Visitations consist of observations of other teachers working with their classes, and discussions between the teacher being observed and his observer or observers. Such visitations may be made to classes within the teacher's own school or may involve traveling to another school. It may be better if a visitation is to be made to another school not to involve the entire faculty at once, but rather to send one or two teachers to a certain school. This probably will enable the visitors to carry on more meaningful discussions with those they are visiting and will make it more likely that they will see "normal" school days. Some schools making extensive use of visitations require those making the visits to report back, either in an oral or written form, on what they saw and discussed. A few schools have even developed special forms for this.

Whatever the procedure, visitations are probably most effective when the teacher making the visit has done some thinking prior to the visit about what he wants to see and discuss. Visitations should thus be made to schools and classes in which the visitor may learn something that can be applied in his own school and classes.

An extension of the visitation idea is the exchange teacher activity. This involves having two teachers teaching the same subject in different schools trade assignments for several days and teach each other's classes. This enables these teachers to make an in-depth study of the ideas of the faculty of the schools they are visiting. The few schools which have tried this (mostly large schools) are enthusiastic about it.

Teacher Get-Togethers

Another formal means of encouraging the sharing of ideas is a sort of semi-workshop where teachers from several schools meet and have round table discussions about their teaching. Sometimes this is done on a county-wide basis or the teachers from the schools making up an athletic conference may meet together. In most cases these round table discussions are most stimulating if teachers are divided, again by interest or problem-study groups. Their value may be increased if they focus, at least in the beginning, on a specific question or problem (teachers might even be asked to do some preparing for this) and then later provide the opportunity for general, informal discussion.

Although maybe not as effective as the other means described here, a school system or group of systems might publish "know-how" or "tip" sheets in which teachers describe practices and methods which they have found to be successful. Not only would this provide a means of teachers pooling their experiences but it would also bring some recognition to creative teachers.

There is no question that teachers may learn a great deal from each other. A school system in a neighboring state which has a merit pay system uses as one of its major factors in the evaluation of a teacher's effectiveness how well he shares ideas with other teachers. This certainly is a recognition of the contribution a sharing of experiences has for upgrading teachers. This sharing will take place if the opportunity is provided for it. Some teachers will find this difficult at first, for teachers are not accustomed to working together, but this is an in-service program which all schools can undertake at least to some degree.

Supervision

Supervision did not fare very well in the survey described in the first section of this report. Teachers indicated very little faith in it as an in-service device. Administrators stated that supervision was a major part of their school in-service program; teachers said they were rarely, if ever, supervised.

Yet, supervision logically seems to be a key part of any in-service program. Most any school, regardless of size, has the resources to carry on at least some supervision. The problem is that it is difficult to supervise effectively. The teachers in the survey who were favorable toward supervision all said pretty much the same thing: The person supervising them knew how to supervise. Without going into any long dissertation on the practice of supervision, the following suggestions are made relative to conducting a supervisory program.

Why?

What is the purpose of a supervisory visit anyway? If it is to help teachers do a "better job," then the supervisor must do some thinking about the kind of help he could provide a particular teacher that would move him toward that particular goal. It is well to remember that teachers as well as students demonstrate individual differences.

How Long the Visit?

Many arguments have been held over how long a supervisory visit should last. It is likely that a supervisor does not need always to spend the entire period in a classroom, but five or six minutes will not do the job unless the supervisor's goal is simply to get the teacher and students accustomed to having him in the classroom. Perhaps the length of the visit should be determined by what the supervisor is looking for. Certainly, supervision by listening in on a classroom via an inter-com system or by looking in the hall window is not acceptable supervision. If the supervisor wants to convince the teacher that he is trying to help the teacher, such an approach is intolerable and only leads to distrust. How can the supervisor help the teacher if he does not let him know he is supervising?

Focus of the Observation

What should the supervisor look for? While this may depend on many factors, it is suggested here that the answer to this question be arrived at by the supervisor and teacher together before the supervisory visit. A conference should be held for this purpose. What does the teacher want help with? Maybe he wants to analyze his questioning technique, his discussion-leading technique, the way he responds to students' contributions, or the procedures he uses for demonstrations. Or perhaps he wants the supervisor to look for evidence that the students are learning a specific skill or concept. If a teacher has a particular concern, this is the place to start. Whatever this concern is, the supervisor and teacher should agree ahead of time on what the focus of the observation will be. This focus may lead the supervisor to direct his attention to teacher behavior, student behavior, or both.

How shall the supervisor observe? Now that the supervisor has an objective--something particular to look for--this task is simplified. Instead of trying to "cover the waterfront" he may focus his attention on a manageable range of teacher or student behavior. The supervisor should look for specifics, recording actual events, not inferences (let the teacher do the inferring in the follow-up conference).

This means that the supervisor must be alert to his own biases and not let them direct his observing. For example, if he and the teacher have agreed to focus on the teacher's explanation of a certain math procedure and the teacher's chalkboard writing during this explanation is not neat--which happens to be one of the supervisor's pet peeves--the supervisor must not automatically judge the explanation to be poor but focus on the total explanation and the understanding the students show of it. The supervisor should focus his attention on agreed upon aspects of the teaching-learning situation and make a record of what happens, resisting trying to observe and record too much and resisting interpreting what happens in terms of his own biases.

Then What?

Unless a conference follows the observation, no in-service education has taken place and what has happened cannot be called supervision (this is not to say that there are no reasons for visiting a class other than for supervision). The conference should take place as soon after the visit as possible, or both the teacher and supervisor may forget what happened during the class, despite the notes the supervisor has made. Naturally, the conference should take place in private.

The purpose of the conference is not for the supervisor to tell the teacher what he should have done. Neither is it solely to tell the teacher what a fine job he did. The purpose of the conference is to discuss the teacher's specific actions relative to the agreed upon

aspects of the teaching-learning situation which were to be analyzed. This is where the supervisor's record comes in. It serves as the basis for the discussion and also may reveal some things of which the teacher was not aware.

The conference should focus on just a few ideas or suggestions. Providing the teacher with a dozen ideas or questions is too much; that many cannot be handled at once. Two or three are plenty. It is okay for the supervisor to make suggestions, but it does no good and is probably harmful to try to overpower the teacher into accepting these suggestions. The best conference is one in which the supervisor simply helps the teacher describe what happened, frame some appropriate questions, and then works with the teacher in helping him arrive at his own ideas and solutions.

The conference then is a discussion, not a lecture by the supervisor. In it the teacher and supervisor work together to upgrade the teacher's skills.

Tools to Assist

There are some tools available to the teacher and supervisor that can lend assistance to the supervisory process. Facilities for video-taping classes are not yet widely available to teachers in Nebraska schools, but this is coming fast. An audio tape recorder is available in most schools, however. The use of this aid to make a recording of a teacher's performance can be of great assistance to the teacher in getting ideas to improve his teaching and is highly recommended. A number of systems have been developed for analyzing teacher classroom performance, the best known being "Interaction Analysis." Basically, all of these systems attempt to provide the observer with a tool which will enable him to make an accurate and bias-free recording of what happens in the classroom and, more specifically, to focus on certain aspects of the teaching-learning situation. Those who have supervisory responsibilities will find it profitable to become acquainted with these systems. Even though it is likely that they will not want to use any one of them exactly as it stands, they may find it possible to develop simplified systems of their own for use in their supervision.

Supervision then works best as a joint endeavor. The teacher and supervisor work together to better understand a certain aspect of the teaching-learning process and to experiment with plans for the improvement of the teacher's performance relative to that process. Hopefully, such an approach will allow both teachers and supervisors to drop their defensiveness concerning supervision.

Special Provisions for Beginning Teachers

It is the responsibility of the school system to provide in-service help for the beginning teacher. He definitely needs some help; while there may be some value in letting him fight through some of his problems on his own, assistance from experienced educators may enable him to be a much more effective teacher during his first year. It would be reasonable to assume also that it is during an individual's first year of teaching that he establishes many teaching patterns which he retains over the years. The first year then is a key period in the professional growth of a teacher.

How can assistance best be provided to the first-year teacher? One practice found successful in some schools is that of the "buddy system." This practice involves assigning an experienced teacher, preferably one teaching the same subject field or grade level as the beginner (although this may not be possible in the small school), to work with the inexperienced teacher. The experienced teacher is someone to talk to (without the inexperienced teacher being concerned that if he admits to having problems he may not be re-hired); someone who may be able to suggest shortcuts for solving minor problems; and someone who may readily suggest activities and materials to use. Basically, the experienced teacher helps the beginner find his way around, supports and encourages him, and stimulates him to try new ideas.

Relating in this matter to an inexperienced teacher would most likely be an in-service activity for the experienced teacher as well. He may get some new ideas from the new teacher and by looking at what the new teacher is doing or by being faced with the new teacher's questions may be stimulated to analyze his own teaching.

Helping an inexperienced teacher is not an easy task. Certainly the rigid, experienced teacher or the one who will try to dominate the younger teacher would do more harm than good. Only experienced teachers who want to take on such a responsibility and who have demonstrated their competence should be allowed to do so. Very likely the principal or superintendent should meet several times with those experienced teachers who are serving as "buddies" for general discussion about how best to help the new teachers.

There are many other ways of helping the beginning teacher. Participation in most of the other activities described in this section would be of value to the beginner. This would be true whether the activity were especially oriented toward beginning teachers or not. It might be valuable, however, to hold workshops for beginning teachers from a group of similar schools for the discussion of problems which especially concern beginning teachers. Certainly one of the most important practices for ensuring the success of the beginning teacher (although a practice which a school may not be able to follow) is to give him an assignment which he will be most likely able to handle. It surely seems unwise to assign the beginner the most difficult classes.

The beginning teacher needs special attention. If a school feels that its resources for in-service education are very limited, it might well consider expending them all on its new teachers.

Faculty Meetings

According to the in-service survey of teachers in this report, general faculty meetings leave much to be desired. The teachers surveyed felt they profited very little from attendance at these meetings. And yet, it seems reasonable to assume that faculty meetings must play a role in the in-service growth of teachers.

It is well to keep in mind that faculty meetings have at least two functions: (1) administration and (2) in-service education. If the administrative function is to dominate the meetings, it may be best not to try in-service activities at the same time. Too often the in-service part of the meeting is only an afterthought and definitely carries a second-class status.

Why don't teachers like faculty meetings? Common complaints include that many of the administrative matters considered in them could be handled just as successfully via a bulletin; teachers are not actively involved in either the planning or the conducting of the meetings--they are just talked at; the meetings do not deal with the immediate concerns of the teachers; and they are poorly and inefficiently planned and conducted and too routine and formal in nature. While teachers may also complain that faculty meetings take too much time, this complaint is most likely the outgrowth of one of the previously described complaints. It is noted also that all of these complaints can be fairly easily overcome.

Faculty Meeting a Workshop

The ideas presented in the section on local workshops are also pertinent to the faculty meeting designed for in-service education in that such a faculty meeting is really a workshop. It might be, therefore, that the school will decide to use the faculty meeting as such only for administrative or inspirational purposes and consider any in-service activities of this nature to be workshops. It really makes little difference what the activity is called. What does make a difference is that it is planned with the interests, needs, and time of the teachers in mind. This means that the teachers must share in this planning. The administration must be certain that the faculty meeting provides certain information to teachers in the most efficient manner and that it also provides an opportunity for the sharing of ideas previously recommended in this report. The faculty meeting should serve as a particularly effective vehicle for bringing teachers together on a K-12 basis for a discussion of problems of articulation and continuity.

Especially in a small school the informal faculty meeting may be the best means of conducting in-service activities. Such meetings may not only provide in-service help to the teachers, but also raise their morale because of a feeling of working together in a joint endeavor for the improvement of instruction.

Other In-Service Activities

Several other means of providing in-service education received favorable responses from the teachers and administrators surveyed. One of these is the taking of additional course work in one's teaching field and/or in professional education. Since teachers in this survey rated this activity as being very beneficial, it seems reasonable to assume that such courses become especially meaningful to teachers after they are on the job and particularly so if the courses are related to the individual's teaching experience. Public school people can influence the nature of the courses offered by the kinds of requests they make to the colleges and universities of the state.

Although this is in some respects a violation of the immediateness of use principle, it is probably better for teachers to take courses in the summer than during the school year. The greater ease of relating these courses when taught during the school to the teacher's current experience is perhaps outweighed by the great demands on the teacher's time during the school year which make it difficult for him to profit fully from the college courses. This is particularly true if the teacher takes more than one course during the year.

Attendance at professional meetings, especially those related to a particular subject field, also seems to have value for the teacher's in-service growth. For years teachers working with student activity programs and administrators have benefited from attendance at special meetings or conferences. To a great extent, however, teachers have not made use of the rich opportunities available through attendance at conferences relating to their subject field. There is a state organization which holds at least an annual meeting for almost every teaching level, subject field, or special interest. Administrators need to encourage teachers to attend these meetings and to be certain that policies relating to released time and reimbursement of expenses for attendance are liberal and that teachers are aware of these policies. Teachers should also be encouraged to join the national organizations of their subject fields as most publish excellent journals. Institutional memberships are becoming commonplace and they provide for a teacher's fee while making all publications available to the school system.

Professional Library and Materials Center

A professional library either at the building level or in a central location in the district can do much to maintain in-service activities.

A collection of the most pertinent professional journals; newsletters that digest significant articles for busy teachers; The Education Index to help teachers keep up on articles published in periodicals and professional journals contribute much to in-service activities. Even if the journals are not available in the system, often teachers will check out their areas each month and make special efforts to read articles listed which appear to be of interest. In addition, reports from county, state, and national education agencies and governmental agencies; major references of value to educators; and many other very useful materials create opportunities in the learning and teaching resources center for teachers to "keep up." The librarian should be alert to major audio and visual items which can be of help to the in-service program, and order them for preview.

The development of a materials center, in which a qualified librarian should be in charge, may also play a role in upgrading the performance of the teachers of a school. Such a center would be of particular value to a school which has a high faculty turnover rate. In this center, materials could be gathered which could be kept from year to year so that the new teacher coming into the school would not suffer because he has not yet had time to gather materials. Also, through the center, teachers may learn more effective use of audio and visual aids. Having a materials center would likely stimulate a further sharing of techniques and ideas among teachers. Someone (or perhaps a committee) should be in charge of the center, but all teachers should be expected to contribute to it and to use its facilities. The development of such a center by a faculty would in itself be an excellent in-service activity and project.

Technical and Mechanical Services for Teachers

Provision of technical and mechanical services for teachers would release them from tedious work as graphic artists and mechanical manipulators and enable them to apply their professional teaching know-how to the development of creative teaching units. This becomes an in-service activity when the services are performed by the non-professional technician and/or graphic artist who can bring the scientific potential of artistic skills and mechanical expertise to the professional know-how of the teacher. It gives the teacher time to plan and time to teach and this results in a greater enthusiasm for the job and a greater desire to be creative. This is in-service development. The major concern of most teachers is discipline, motivation, or control of the group. It has been found that when the teacher is truly creative and enthusiastic, very little time is needed for "control" or "discipline."

Evaluation of the In-Service Program

Only 6% of the 155 schools surveyed had undertaken specific measures for evaluating the effects of in-service activities conducted for their teachers. Another 50% indicated that informal discussions were held with teachers for this purpose. This latter activity would seem to be the very least that should be done. While granting that it is difficult

to evaluate the influence of these activities, some attempt to do so should be made. How can a program be developed without feedback concerning the effectiveness of activities that are tried? What have teachers done as a result of their in-service experiences (in relation to the particular goal of these experiences; e.g., better provisions for individual differences)? What have students done as a result of these teacher actions? The attempt to identify behaviors relating to these two questions will serve as an effective beginning for evaluating the effect of an in-service program. Having teachers actively involved in the planning and conduct of this program should make evaluation easier, for they will provide anecdotal evidence as to the effectiveness of what they are doing. While it may well be beyond the capability of a school to conduct a research study bearing on the results of in-service education (do we too easily excuse ourselves from doing this?), certainly discussions with teachers concerning their in-service experiences can be accomplished in all schools.

Part III SERVICES AVAILABLE FOR IN-SERVICE EDUCATION

From the State Department of Education

The expanding role of the State Department of Education has important implications for the in-service education of teachers. Important as the administration and supervision of schools has been and will continue to be, the Department's acquisition of consultants with specialties is a new dimension for Nebraska education. While the addition of staff members has been modestly supported through state funding, specialists have been added solely through federally supported programs of various types and descriptions.

A highlight of the 1966-67 school year was the expanded in-service program organized and promoted through the Department of Education. Workshops on "Totalitarianism vs Democracy" attracted 220 teachers at five sites around the state. In addition, the summer workshop at the University of Nebraska, sponsored by the Department and the University, brought together 25 outstanding K-12 social studies teachers to do the first major social studies curriculum overhaul for Nebraska in ten years.

Over 2,000 K-12 English and language arts teachers attended 25 English workshops, organized by the Department and staffed by lead teachers funded through the Department. A successful reading workshop sponsored by the Department attracted 541 teachers for a two-day session to improve reading techniques. Twenty-three workshops in art were organized by the Department to orient elementary teachers to the new elementary art curriculum guide, with nearly 4,000 teachers receiving copies of the publication at that time.

The primary emphasis in mathematics and science has been the work done toward K-12 curriculum planning. Elementary science in-service programs were held in eight selected schools.

Throughout the year the Mobile In-Service Training Unit for Library and Media has visited in many schools and several colleges. More than 2,300 teachers observed the facilities of the Unit, participated in half-day and full-day workshops, and used the equipment and materials of the Unit. This unique in-service facility is available upon request to schools or organizations that wish to make use of the services.

Services from the Department, however, come from many sources. No attempt is made here to identify the names of individuals responsible, but all staff members are listed in the Nebraska Educational Directory each year, with major concerns indicated in titles held.

Federal Programs and In-Service

The "breakthrough" in federal aid to education has occurred within the past ten years. Major congressional legislation applicable to in-service education of teachers includes the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965.

Concerning the latter Act, President Lyndon Johnson said, "I will never do anything in my entire life that excites me more, or benefits the nation I serve more, or makes the land and all of its people better and wiser and stronger, or anything that I think means more to freedom and justice in the world than what we have done with this education bill."

The federal government's interest in, and aid to education is older than the Constitution, of course. But these two Acts have provided schools with new opportunities for quality education. A large number of excellent in-service programs for the improvement of instruction have been developed in Nebraska and surrounding states through the use of federal money now available.

Examples of in-service programs reported by administrators conducted in small schools with federal support include remedial reading workshops, development of instructional materials centers, and seminars on group dynamics. Many administrators reported that the money has made many innovations possible.

Three parts of the National Defense Education Act of 1958 are pertinent to this report: Title III, Title V, and Title XI. Title III provides (1) federal matching funds to reimburse local school systems for purchasing equipment and materials, and (2) federal matching funds to the State Department of Education for administrative and supervisory services as they apply to Title III. Originally, the purpose of the program was to improve instruction in mathematics, science, and foreign languages. Since then, however, the program has been expanded to include the social sciences, reading, English, and the humanities. Title V provides financial assistance for guidance and counseling services in secondary schools. Perhaps the most significant program in the improvement of teacher competence was provided by Title XI; this program made federally supported institutes available to classroom teachers for advanced study.

The Elementary and Secondary Education Act of 1965 has even broader implications for the improvement of instruction. Title I provides federal grants to local public school districts for programs designed to meet the needs of educationally deprived children residing in attendance areas where there are high concentrations of children from low income families. Opportunities for in-service programs are limitless in this title.

Funds cannot be used for raising teachers' salaries or building classrooms, but otherwise the only limitation is the extent of local imagination.

Title II of this law provides federal funds to states for school library resources, instructional materials, and media such as tapes, films, slides, filmstrips. These funds are provided to schools in the form of a grant to make additional resources available to all students in the nation's elementary and secondary schools.

Title III, known as PACE, helps local school districts establish supplementary centers and services which are innovative or exemplary and enrich curriculum. It is intended to stimulate local districts to transfer beneficial research results from the educational laboratory to the classroom. Innovation has been the key word in the intent of this program.

Title IV funds are provided for construction and programs of national and regional laboratories. Colleges and universities are the primary recipients of Title IV funds. Local school districts and the State Department of Education may work cooperatively with the colleges and universities in research activities.

Title V has provided money to strengthen the leadership role of the State Departments of Education, primarily by adding special consultants and supervisory personnel, and by making funds available for the development of curriculum materials so that local systems may be assisted in their own curriculum development.

The Library-Media Mobile Unit provides equipment, materials, and space for self-instruction in the operation of audio-visual equipment, production of instructional materials such as transparencies, and study of new developments in the field of library-media, including book selection aids, and catalogs of sources of such non-print materials as filmstrips, films, and recordings. Demonstrations are given in production, utilization, and operation of instructional materials. These can serve as workshop measures for entire faculties.

Under Title II of the Elementary and Secondary Education Act, model demonstration center libraries for Nebraska elementary schools have been established at Omaha and Grand Island. Administrators, teachers, school board members, and citizens who are interested in improving the library program of their schools are urged to visit these demonstration libraries. Arrangements for visits can be made by contacting the following:

Miss Helen Oeschger, Director
Crestridge School Library Project
3902 Davenport
Omaha, Nebraska 68131

or

Mrs. Dorothea H. Miller
Elementary Library Supervisor
6th and Elm Street
Grand Island, Nebraska 68801

Model demonstration libraries for secondary schools are scheduled to be opened at Waverly and Bellevue during the second semester of the school year 1967-68.

Services From the Extension Division, University of Nebraska

The Extension Division of the University of Nebraska serves as the business manager for local school systems desiring to use University personnel as consultants for a local workshop or other in-service activity.

A program of workshops for teachers has long been a part of the continuing teacher education program offered to the schools of Nebraska by the Teachers College of the University of Nebraska through the University Extension Division. Workshops are available in all areas of education.

Planning for a workshop should start with the local school system identifying the needs of the teachers who are to attend the meeting. Once the local school system has identified these needs and established some aims and purposes, it might desire to contact the Extension Division for help in the design of the workshop and the specific details.

Consultants are available from the following departments of Teachers College: Business Teacher Education, Educational Administration, Educational Psychology and Measurement, Elementary Education, History and Principles of Education, Industrial Arts, Music Education, Physical Education for Men and Women, and Secondary Education.

One example of a workshop conducted by the Extension Division is a reading project for remedial purposes. A number of schools also reported that programs for the improvement of reading were developed under ESEA Title I. Consultants for these workshops may be obtained by contacting the Extension Division or the State Department of Education. Another example where consultants may be helpful could relate to a school system's desire to initiate and develop the "new math program" or Project English.

Workshop fees for University personnel include consultative services, transportation, and all incidental costs. In addition to workshops, the Extension Division arranges field classes in both undergraduate and graduate level courses and teacher in-service programs, informal education activities for adults, and school survey advisory service. For further information, contact: University Extension Division, Nebraska Hall, University of Nebraska, Lincoln, 68508.

Services similar to those offered by the Extension Division of the University of Nebraska are also offered by other colleges in the state, particularly for schools within their geographical area. Kearney State College operates the most ambitious program for Nebraska schools, but consultants are available on an individual basis from most colleges. Direct requests to the Director of Special Services, Kearney State College, Kearney, Nebraska, 68847.

Assistance from Commercial Organizations

Each year more commercial companies have more educational consultants available to local school systems on an in-service basis. To obtain the services of these consultants, it is necessary to contact the local representatives who can furnish advice about who is available and in what capacity. The Directory of Nebraska Professional Bookmen of America is distributed to all schools each fall. This card lists the Nebraska representative for each educational publisher. Contacts with these people can also be made during the weeks of textbook and material displays at colleges and universities during summer sessions and at the time of teachers convention.

Services of the Nebraska State Education Association

Two important services provided by the Nebraska State Education Association are the Helpmobile and the Drive-In Conference.

The Helpmobile is an outstanding in-service program designed to help teachers do a better job in the classroom. An NSEA Helpmobile Planning Committee is responsible for the format of the program which has grown every year since its beginning. Four successive Saturday meetings were conducted in 1967, drawing a record number of teachers and administrators throughout the state.

Drive-In Conferences usually are restricted to activities concerned with the professional growth of teachers outside of the improvement of instruction. These conferences primarily deal with the problems and issues relating to professional rights and responsibilities of teachers and current legislation to come before the Unicameral.